CONSTRUCTION AND EVALUATION OF AN ACHIEVEMENT TEST IN UNITED STATES HISTORY FOR GRADE SEVEN

By Arnold Levine

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CONSTRUCTION AND EVALUATION OF AN ACHIEVEMENT TEST IN UNITED STATES HISTORY FOR GRADE SEVEN

Submitted by

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(B.S. Education, Bridgewater Teachers' College, 1940)

In partial fulfillment of requirements for
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1949

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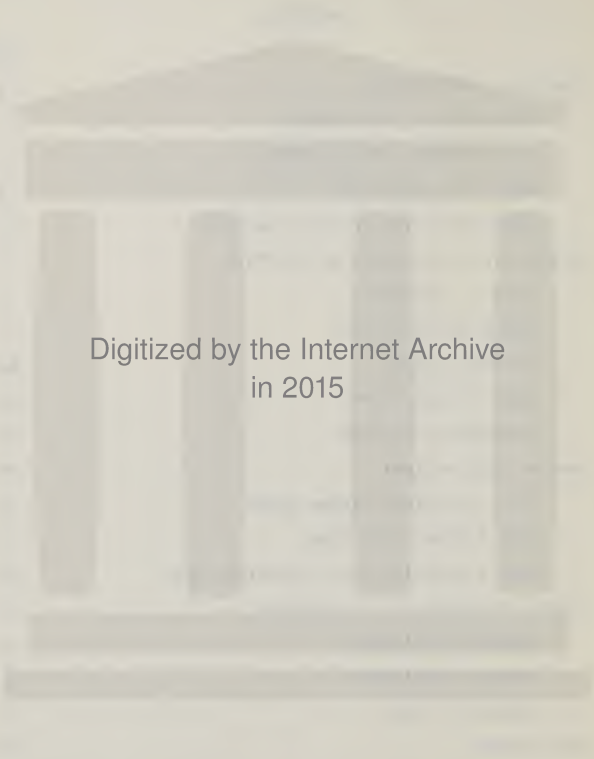
CONTENTS

	Page
Chapter I Introduction	1
Statement of the problem	1
Justification of the study	1
Scope and limitation	2
Suggestions for further research	4
Chapter II Construction of the Test	5
General objectives	5
Specific objectives	7
Critical ratio	28
Item analysis data	29
Description of test	29
Chapter III The Test	36
Part 1 Multiple choice items	36
Part 2 True-False items	38
Part 3 Matching and completion items	38
Chapter IV Analysis of Test Data	52
Quartile deviation	54
Standard Deviation	55
Median and Mode	55
Bibliography	56



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TABLES

Table 1 Individual Item Analysis..... 31

Table 2 Results of the Administration of the History Test to Seven Groups of Seventh Grade Pupils. 53

Mid-Year History Test..... 42

CHAPTER I

INTRODUCTION

Statement of the problem.-- The purpose of this study is the construction and the evaluation of an achievement test in United States history suitable for use at the half year mark of Grade VII in the city of Quincy, Massachusetts.

Justification of the study.-- Teachers of United States history at the seventh grade level have a definite need for an objective instrument of measurement which will help to determine pupil achievement of specific objectives. By means of valid and reliable objective measurement, history teachers can more efficiently cope with the problem of revealing and correcting difficulties encountered by their pupils.

To meet modern demands, the course of study for this subject has been altered in the city of Quincy, Massachusetts. There is, therefore, a need for an objective evaluation of the work done under the new course of study. The available tests on the market cannot be easily adapted to the situation which exists in Quincy. The course of study alone can readily determine the basic facts to be taught and tested in any school system.

Scope and limitation.-- This test is designed to cover the curriculum for the first half of the Grade VII history classes in Quincy, Massachusetts. Grade VII has been divided into six units of which three are to be taught by the mid-year. They are as follows:

Unit I	Creating a Nation	7 weeks
Unit II	Statesmen Who Put the New Government in Order	7 weeks
Unit III	Finishing the Fight for Independence	3 weeks

Approximately seventeen weeks are allowed in which to teach these three units. This time allotment, however, is suggestive only and is subject to change.

Before these units were constructed a conference of Junior High School history teachers was held to decide what should be retained or discarded from the course of study. The following suggestions were given to a committee of four for making the necessary alterations:

1. The Westward Movement should be concentrated in Grade VII.
2. The exact nature of the work being done in U. S. history in Grade VI should be ascertained with a view to greater coordination of the work in Grades VI and VII.
3. In view of the new Civics course in Grade VIII, strictly civics material was eliminated from the first Unit in Grade VII.
4. Emphasis should be placed on clear chronology in the Junior High Schools.

With these suggestions in mind, the committee set to work

and, on the following September, presented to each and every history teacher a revised outline. This was a step forward toward providing some guidance to teachers of Junior High School history. It was also a basis for greater uniformity in the teaching of history in the various schools throughout the city.

The new outline was designed to be used with The Story of American Democracy[1] by Casner and Gabriel. The teachers were advised to use the complete list of references, notably Our United States[2] by Woodburn, Moran, and Hill, and illustrative materials detailed in the old course of study. Furthermore, the list of suggested pupil activities was to be used as formerly. The committee asked the teachers to keep a record of their experiences in the use of the new outline throughout the school year. It was thought that the sharing of such experiences would promote the development of a more complete outline of maximum practical value. Since no objectives test was suggested by the committee, the writer undertook the construction and evaluation of one to be utilized by the teachers in the Quincy schools who were teaching seventh grade history.

1/ Casner, M.B., Gabriel, R.H., The Story of American Democracy. Harcourt, Brace.

2/ Woodburn, J.A., Moran, Francis, T. and Hill, H.C. Our United States. Longmans, Green and Co.

Suggestions for further research.--After careful consideration of the results of the test the author feels that further work could be done as follows:

1. Further sampling could be done in other school systems.

2. Tests could be standardized.

3. A comparison could be made of I.Q. ratings and raw scores.

4. Comparison could be made by age group accomplishment and raw scores.

5. Achievement of boys could be compared with that of girls.

6. A section devoted to map skills could be attempted.

7. Items of critical ratio under 2.576 could be revised to make them more discriminating between the good and poor students.

8. A section devoted to appreciations and understandings could be attempted.

CHAPTER II

THE CONSTRUCTION OF THE TEST

The first step in the construction of the test was a thorough study of the textbooks used in the Quincy school system and of the altered course of study to enable the writer to determine the areas to be covered by the test. The areas chosen to be tested were the first three units of the new Grade VII history outline for the city of Quincy, Massachusetts. The units are entitled as follows:

Unit I	Creating a Nation
Unit II	Statesmen Who Put the New Government in Order
Unit III	Finishing the Fight for Independence

The next step was to decide upon the general objectives and the specific objectives of the three units to be tested. The general objectives, taken from the old course of study, were as follows:

1. To help the pupil to acquire a sound framework of factual information with an associative background sufficient to provide him for understanding and appreciating the present institutions, civilizations, and problems of our country.

2. To inculcate an attitude of open-mindedness toward the opinions, customs, and faiths of people of other nations and other races; at the same time rationalizing this concept with a disposition of intolerance toward the menace, within America, of social and political ideologies which conflict with our basic democratic principles.

3. To cultivate an understanding and appreciation of national heroes through objective study.

4. To give an outlet for initiative by encouraging a constant search for better and more efficient ways of doing things, and thoroughly testing them before adoption.

5. To teach democracy by making the school a laboratory of democratic living.

6. To develop a willingness toward constructive participation in all activities which cultivate individual responsibility.

7. To train the pupil in the use of sources of information by:

The effective use of standard reference helps.

Guarding against superficial thinking by drawing accurate conclusions through evaluation, appraisal and reflective thinking.

Stimulating a desire to make a more extensive use of current sources of information.

Analyzing all propaganda under the searchlight of truth.

In addition, other general objectives chosen were:

1. Concepts
2. Study skills
3. Finding materials
4. Information
5. Reading
6. Interpretation of reading
7. Intercultural education
8. Patriotism and love of country and heroes

The following specific objectives were chosen:

1. The population of 1783 was approximately 4,000,000.
2. The people of 1830 travelled by horseback, stage-coach or Conestoga wagon.
3. The Articles of Confederation were drawn up in 1777.
4. Maryland waited until 1781 to approve the Articles.
5. Maryland feared the large states would be powerful.
6. Maryland signed when all states surrendered claims in the Northwest to the United States.
7. Public domain is land owned and controlled by the United States government alone.
8. The Articles provided a league of friendship only.
9. Under the Articles the government of the United States was to consist of a Congress.
10. Under the Articles states sent delegates to Congress.
11. Under the Articles each state had one vote
12. Under the Articles states retained all powers.

13. Under the Articles Congress was like a committee of ambassadors.
14. Under the Articles there was no head of government.
15. Under the Articles Congress could not pay its debts since it could not collect taxes.
16. Under the Articles the states were to pay money to the national treasury to run the government.
17. States failed to pay their money and the government was unable to pay its debts.
18. Failure to pay its debts caused the American people to lose respect for the Congress.
19. Under the Articles Congress could not regulate commerce between Americans and foreign nations.
20. Under the Articles Congress could not regulate commerce between states.
21. Under the Articles only states could levy duties on exports and imports.
22. Under the Articles Congress could not settle disputes between states.
23. Under the Articles each state could issue money.
24. Daniel Shays led an insurrection of farmers and laborers against imprisonment for debts.
25. Shays' rebellion proved that the central government under the Articles was a failure.
26. Under the Articles Congress could not support an army or navy.

27. The greatest weakness of the Articles was that the central government had to operate through thirteen state governments.

28. Two steps led to the Constitutional convention:

    a. Conferences relating to commerce were held at Mount Vernon in 1785

    b. The Annapolis Convention of 1786

29. The Annapolis Convention asked the Congress under the Articles to call all states to Philadelphia in 1787 to change the Articles.

30. The Congress of the Confederation approved the plan and issued the call February, 1787.

31. The Constitutional Convention began its work on May 25, 1787.

32. George Washington was chosen presiding officer of the Constitutional Convention.

33. Benjamin Franklin represented Pennsylvania at the convention.

34. Alexander Hamilton represented New York at the Constitutional Convention.

35. James Madison represented Virginia at the Constitutional Convention.

36. Tobacco planters of Virginia and rice planters of South Carolina feared their interests might be sacrificed to the interests of the New England merchants.

37. New Englanders feared that the new west might

develop into a dangerous rival.

38. Small states like New Jersey and Connecticut feared that large states might secure power to oppress them.

39. At the Constitutional Convention states did not trust one another.

40. At the Constitutional Convention representatives put loyalty to states ahead of loyalty to nation.

41. At first the Constitutional Convention tried to remedy the Articles.

42. The Constitutional Convention finally decided to create a new national government.

43. Small states demanded representation according to states.

44. Larger states wanted representation according to population.

45. A compromise was effected to satisfy both large and small states.

46. In the upper house, or Senate, each state would have an equal number of representatives.

47. In the lower house, or House of Representatives, there would be a representative for every 30,000 people.

48. Three-fifths of the slaves were to be counted in determining the number of delegates to the House of Representatives.

49. The Constitutional Convention provided that the Central Government should have power to control commerce among states and foreign nations.
50. The Constitution divided the Government into three great branches:-- executive, legislative, and judicial.
51. The legislative branch makes the laws to govern the people of the nation.
52. The executive branch should carry out and enforce the laws.
53. The judicial branch should decide all disputes arising under the laws.
54. The President was to head the executive branch and the nation.
55. The President was to be elected for a term of four years by a College of Electors chosen in a manner designated by the state legislature.
56. Each state was entitled to as many electors as it had senators and representatives.
57. The man who received the largest number of votes of electors was President.
58. The man who received the second highest number of votes was made Vice-President.
59. The legislative branch was to be a Congress composed of two houses:-- Senate and House of Representatives.

60. The judicial branch was to be made up of a Supreme Court and inferior courts.
61. The House of Representatives can impeach the President.
62. Impeach means to charge an individual with the misuse of his power.
63. The House of Representatives can bring charges only against the President.
64. In an impeachment trial the Senate presided over by the Chief Justice of the Supreme Court sits as a court to try the President.
65. If the President is found guilty in an impeachment trial he is dismissed from office.
66. The Constitutional Convention did not want to make the President a tool of Congress so gave him the right to sign every measure before it became a law.
67. A veto is a President's refusal to sign a bill.
68. The Constitutional Convention did not want to make the President too strong so they gave Congress the right to over-ride a veto by a two-thirds vote of each house.
69. The Constitutional Convention made the judicial branch independent of both the executive and the legislative branches.
70. Judges are appointed to the Supreme Court for

life but appointments must be approved by the Senate.

71. The Constitutional Convention tried to make the three branches of government independent of each other. This is called balancing branches.
72. Under the Constitution the United States Government can raise money by taxation.
73. Under the Constitution the United States Government can coin money.
74. Under the Constitution states were denied the right to coin money.
75. Under the Constitution Congress can raise and maintain an army and a navy to protect the nation against foreign enemies.
76. Under the Constitution the President is Commander-in-Chief of the Army and Navy.
77. Under the Constitution only the United States Government can deal with other nations.
78. Under the Constitution only the United States Government can levy tariffs and regulate commerce.
79. Under the Constitution the national government operates directly upon the people of the nation.
80. On September 17, 1787, the Constitutional Convention completed its plan.
81. The Constitutional Convention recommended that state conventions vote on its plan.

82. The Constitutional Convention proposed that the new plan of government be put into operation after nine states accepted it.
83. Farmers who were in debt disliked the strong government the Constitutional Convention set up.
84. Farmers feared that they would not be able to control the central government as they had the state governments.
85. Merchants, land owners, money lenders and holders of government securities supported the Constitution.
86. The Constitution omitted the Bill of Rights.
87. The Bill of Rights guarantees the liberties of the individual citizen.
88. The Bill of Rights was added to the Constitution by amendments.
89. The Bill of Rights is the foundation of American Democracy.
90. The Congress of the Confederation provided for the beginning of the new government under the Constitution.
91. The Congress of the Confederation ordered states to choose presidential electors, Senators and Representatives.
92. The Congress of the Confederation voted that the first Wednesday in February, 1789, electors should

vote for President.

93. On the first Wednesday in March, 1789, the Senate and House were to assemble.

94. New York City was chosen as the temporary capital.

95. The Government did not function fully until April 30, 1789, since travel was so difficult.

96. On April 30, 1789, Washington was elected President.

97. The electors chose John Adams for Vice-President.

98. Congress provided the executive branch with four departments:-- foreign affairs, war, money, and the Attorney-General.

99. With the advice of the Senate and its consent, the President was granted the power to appoint the executive branch department officers.

100. Washington chose Alexander Hamilton of New York to handle money matters and he was then known as Secretary of the Treasury.

101. Washington chose Thomas Jefferson to handle foreign affairs and he was given the title of Secretary of State.

102. Washington chose Henry Knox as his Secretary of War.

103. Washington appointed Edmund Randolph his Attorney-General.

104. The Judiciary Act determined the meeting places

of the Supreme Court and inferior courts, methods of handling business and the number of judges.

105. The Judiciary Act is largely the work of Oliver Ellsworth of Connecticut.

106. Washington chose John Jay to fill the post of Chief Justice of the Supreme Court.

107. Alexander Hamilton established the credit of the United States through a five point plan.

108. Hamilton's Funding Measure provided that all debts should be bulked into a single lump sum and gradually paid in a regular and honorable way.

109. Hamilton also proposed that all state debts would be assumed by the Federal Government.

110. Virginia opposed the "Assumption Plan" for she had paid most of her debts.

111. At the same time that the "Assumption Plan" was being debated, Congress was considering the location of the permanent capital of the United States. Virginia and other southern states wanted the capital on the Potomac River. Hamilton agreed to persuade northern states to vote for the Potomac River location if the southern states would vote for the "Assumption Plan."

112. A tariff charges duties on goods imported into the United States.

113. The third part of Hamilton's financial plan was

a tax on whiskey and similar articles. This whiskey tax was called an "excise" tax.

114. Western Pennsylvania farmers and southern farmers distilled corn and rye whiskey since they could not get their products to market. The farmers felt Hamilton taxed the only thing they had to sell. They drove away the tax collectors and openly rebelled in 1794.

115. Hamilton and Washington felt that this whiskey rebellion and refusal to pay taxes was a test of the strength of the central government.

116. Marching troops into western Pennsylvania ended the Whiskey Rebellion without bloodshed and proved that the new government could enforce the law.

117. In his fourth part of the plan Hamilton recommended a national bank. Investors favored this plan, too.

118. Jefferson claimed that the Constitution did not say that the Government could operate a bank. Hamilton claimed that the Constitution gave him that right in the statement, "all laws necessary and proper." Hamilton persuaded Washington to sign the act and established the Bank.

119. In the fifth part of his plan Hamilton recommended that Congress set up a mint plus a system of making coins of cold, silver and copper; the money unit, the Spanish silver dollar. In October, 1792,

the first coins were struck--half dimes.

120. Hamilton's plan to found a National Bank brought out differences in two groups which led to formation of political parties. Hamilton and his followers, who wanted a National Bank, were called Federalists. Thomas Jefferson led the opposition forces, the Democratic-Republican Party.

121. Hamilton believed in a strong central government. Jefferson feared that a strong national government would become a tyrant and destroy liberties.

122. Hamilton favored a free interpretation of the Constitution; Jefferson, a strict.

123. Hamilton and Jefferson agreed in two ways; respect for law and the Constitution.

124. Hamilton feared a weak government might lead to anarchy. Anarchy is the destruction of all law.

125. Hamilton believed only successful and educated people should vote and manage government. Jefferson believed that the influence of government should be shared among all people.

126. Jefferson trusted the people and claimed the first duty of a democracy was to educate its citizens since only educated citizens can decide wisely on governmental questions.

127. In 1789, Washington became President and the

French began their fight for liberty. Common people demanded a share in the government and a right to determine taxes. Americans rejoiced since they were grateful for French aid during the Revolution.

128. Federalists sympathized with the British in the War of 1793 while the Democratic-Republicans sided with the French.

129. The treaty of alliance of 1778 signed by Benjamin Franklin pledged United States aid to France in time of war. Hamilton warned this would cause failure to the United States financial plan. Jefferson felt that war would be fatal to the new government. After listening to his advisers, Washington issued his neutrality statement.

130. Citizen Genet, French Ambassador, defied the neutrality warning. His activities stopped when Washington asked France to recall him but the danger of war did not end with the Genet affair.

131. Since 1783 Britain had refused to turn over the forts at Detroit and Mackinac. The United States and England were on the verge of war due to the insistence of the English in stopping and searching American vessels.

132. Washington sent John Jay to England to frame a treaty to settle the differences. Jay could not

change Britain's views on searching vessels or secure favorable trade relations but he did win out on the return of the United States forts.

133. The Senate finally accepted the Jay Treaty, after heated debates, in 1795. John Jay lost favor with the American people due to the treaty but Jay had kept the United States out of war.

134. Washington made his Farewell Address in 1797.

135. John Adams was elected President in 1796 and Thomas Jefferson became Vice-President having received the next highest number of votes.

136. Washington passed away in the year 1799.

137. France was angry with the United States over the Jay Treaty. Adams sent three men to France to settle and restore friendly relations. Three French agents, known as Messrs. X, Y and Z, demanded a bribe which the Americans refused to pay. Adams advised Congress of the failure of the mission and prepared for war.

138. The Democratic-Republicans demanded proof that the French did not want peace. The letters of the agents X, Y, Z were published and the Democratic-Republicans joined the Federalists in the rallying cry of "Not one cent for tribute, but millions for defense." "Hail Columbia " was a song that came from the XYZ affair.

139. From 1800 to the present time the United States has had no treaty of alliance with any foreign country.

140. In 1798 Congress passed the Alien and Sedition Acts plus the Naturalization Act. The Naturalization Act made it difficult for foreigners to become citizens. The Alien and Sedition Act gave the President the right to send away troublesome aliens.

141. The Sedition Act made it a crime to speak or write ill of any officer of the United States and curbed the American right to freedom of speech. Thomas Jefferson protested against the Federalists and their Sedition Act.

142. Thomas Jefferson, who had confidence in the common man, became President in 1800. Upon recounting the votes, it was found that Burr and Jefferson had an equal number of votes.

143. Jefferson's election brought out the defect in the Constitution. This was remedied by an amendment requiring the elector to vote for President and Vice-President on separate ballots.

144. Jefferson was a many sided man;-- farmer, learned man, knew about governments, science, and philosophy; educator and founder of the University of Virginia; city planner, even of the city of

Washington; idol of the common man, inventor, naturalist, artist, scholar and truly democratic.

145. On March 4, 1801, Jefferson took the oath of office.

146. Adams appointed John Marshall as Chief Justice, a position he held from 1801 to 1835. He was a stern Federalist believing that the welfare of people depended upon a strong central government. He gave the Supreme Court equal authority with the Executive and Legislative branches.

147. The Supreme Court saw to it that the citizens did not disobey the Constitution.

148. In 1803 Jefferson bought Louisiana from France. Not all Americans wanted this purchase and New Englanders opposed it fearing loss of influence.

149. In 1803 some New Englanders considered breaking away from the Union.

150. In order to get New York to join them, the New Englanders urged the New York Federalists to help Burr to become governor of that state. Hamilton learned of the plan and helped to prevent Burr's election, thus foiling the plan of breaking the Union. Burr challenged Hamilton to a duel for this. Hamilton, a brilliant statesman, was killed by Burr.

151. France and England were at war in 1803 with

Napoleon dreaming of ruling Europe and America was the chief neutral carrier of major products.

152. The seaports of New England, New York and Pennsylvania were busy supplying the needs of France and England for four years. America was building new ships but America did not have enough seamen.

153. British seamen deserted to American ships since wages were higher and conditions better. These deserters took out citizenship papers. England claimed that "once an Englishman always one."

154. British ships stopped American ships on the high seas and searched them, often seizing American seamen instead of British.

155. In 1807 the British warship "Leopard" stopped the American ship "Chesapeake" and three Americans were killed.

156. Jefferson set out to bring England to terms without the use of arms.

157. Jefferson believed he could compel France and England to respect the American flag by stopping Americans from trading with France and England. A law was passed by Congress in 1807 forbidding American ships to leave American ports to trade with foreign countries.

158. The act that forbade Americans to engage in foreign trade was known as the famous Embargo Act.

This act brought ruin to New England shipping. It was necessary to pass other laws to enforce the embargo making Jefferson the most powerful president the United States had ever had.

159. New Englanders demanded repeal of the embargo but Jefferson refused to do so, feeling that England and France, in need of our supplies, would promise to respect the American flag.

160. Jefferson repealed the embargo in 1809, a few days before leaving office.

161. Jefferson's attempts to win respect for American rights had failed.

162. President Madison had played a larger part than any other statesman in shaping the Constitution. He continued Jefferson's policies by not permitting Americans to trade with France and England.

163. Madison's policy of not trading with France and England was called the Non-Intercourse Act. This act was no more effective than the embargo since England still impressed American seamen and France still seized American cargoes.

164. Henry Clay of Kentucky made a speech in Congress on England's actions toward America and urged the United States to conquer Canada. John C. Calhoun of South Carolina agreed. They did not choose to fight with France since she took

property only but they claimed that England had incited the Indians to make war on the American frontier.

165. As a result of such urgings of men like Clay and Calhoun, Madison declared war in June, 1812. The summer of 1812 found half-trained Americans fighting half-trained Canadians. The Americans surrendered Detroit, thereby losing control of the upper Great Lakes region.

166. General William Henry Harrison, with the aid of Oliver Hazard Perry, recaptured Detroit in 1813. After the defeat of Napoleon, England sent trained armies to North America in 1814.

167. One powerful British army invaded the United States from Montreal but was stopped at Plattsburg, New York.

168. Commodore MacDonough defeated a superior British fleet on Lake Champlain.

169. A second British force captured Washington, D.C., and burned the capital.

170. A third army tried to capture New Orleans and win control of the Missippi Valley by the British.

171. General Andrew Jackson beat off the British attack at New Orleans, two weeks before which event peace had been signed--December 24, 1814.

172. American warships won most of the sea battles in

1812-1813. The most famous victory was that of Captain Isaac Hull and the "Constitution" over the English "Guerriere." These seafights aroused American enthusiasm for war and humbled the British navy. Britain with a larger navy blockaded the American coast, stopping the flow of commerce.

173. New England did not want to go to war as Madison and the Westerners wished. The first two years of the war were disappointing for the United States and New England was very discontented. Delegates from the New England states met at Hartford in December, 1814, to discuss plans for leaving the Union.

174. Members of the Hartford Convention, all members of the Federalist Party, sent three delegates to Washington, D.C., to demand constitutional changes. They demanded reconstruction of the Union and increased influence for the New England states. The delegates arrived in Washington at the same time that the news of Jackson's victory arrived. They returned home, their mission a failure.

175. Peace in 1814 saved the Union. The Treaty of Ghent, signed on December 24, 1814, brought the War of 1812 to an end.

176. The Treaty of Ghent did not say anything about the seizure of American seamen but it did state that the territory of the United States and Britain would remain unchanged. The treaty was signed in 1817.

177. By the Treaty of Ghent, England and America agreed never to build fleets on the Great Lakes or Lake Champlain.

178. By the treaty the United States and Britain also agreed never to build forts along the Canadian-United States boundary and the boundary was fixed from Lake Superior to the Rockies.

179. In the treaty of 1818 the United States and England agreed to the joint occupation of the Oregon Territory for ten years.

180. The boundary which separates Canada from the United States has neither a fort nor a warship along it.

With these specific objectives as a guide, test items sampling all of the above unit areas have been written. The original test is presented at the close of this chapter.

An analysis was made of each individual item to note its differentiating capacity or discriminatory power as well as to determine the difficulty of each item in the self-constructed test.

self-contained text.

The method used to determine the critical ratio.-- A formula was used to find the critical ratio between the percentage of correct responses for the upper 25 per cent and the percentage of correct responses for the lower 25 per cent of the pupils tested as follows:

$$\text{Critical ratio} = \frac{\text{Difference } P_1 P_2}{\text{S.E. difference } P_1 P_2}$$

$$\text{S.E. difference} = \sqrt{\text{S.E. of } P_1^2 + P_2^2}$$

The Edgerton Tables[1] provided the standard errors of the percentage squared for the number of cases used in this study for both high and low achievers.

A critical ratio of 2.576 or higher was considered statistically significant in this study. This ratio could occur by chance about once in a hundred times.

Concerning the "one per cent level" Mills[2] has written:

> "If a given difference between hypothetical and observed values would occur as a result of chance only one time out of a hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference

1/ Edgerton, Harold A. and Paterson, Donald G., "Table of Standard Errors and Probable Errors of Percentages for Varying Numbers of Cases," Journal of Applied Psychology, Vol. 10:378:391, September 1926.

2/ Mills, Frederick C., Statistical Methods (Revised), Henry Holt and Company, New York, 1938, p.471

between the hypothetical value and the observed mean, in units of standard error of the mean) corresponding to a probability of one one hundredth is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean, on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e. as a deviation from the mean of a normal distribution expressed in units of standard deviation). A value of T of 2.576 or more will indicate a significant difference, while the value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question."

Item analysis data.-- The following table shows the critical ratio for each item that appeared in the test. The items marked by X did not meet the statistical standard set for this study, i.e., the critical ratio was less than 2.576.

Description of the test.-- The test was the new type objective test containing 152 items and was ten pages long. It was divided into three separate parts containing detailed but concise directions for each section.

Part I contained fifty items of multiple choice.

Part II contained fifty true and false items.

Part III contained five sub-sections:

Section A contained ten items for matching.

Section B contained ten time sequence items.

Section C contained ten definition items.

Section D contained ten more time sequence items.

Section E contained twelve completion items.

The entire test was given at two sittings by experienced teachers of the Quincy School system. The pupils

were directed to work as fast as they could in order to finish the test. No adjustments were made for guessing. Each pupil was encouraged to attempt to answer each and every item with the hint that, if he found an item difficult, he should go on to the next item, returning to the difficult one if time permitted at the completion of the test. No special equipment was needed.

The test was given to the pupils of 22 Grade VII history classes of the four junior high schools in Quincy, Massachusetts. Approximately 660 pupils were measured. The children came from homes of varying economic and cultural backgrounds. Since the classes were heterogeneous groupings, the mental abilities of the students varied in accordance with the normal curve.

No attempt was made to measure attitudes or skills but rather to evaluate basic information, reading, concepts and hero worship.

Table 1

Individual Item Analysis

Item No.	Per Cent Correct High	Per Cent Correct Low	Standard Error High	Standard Error Low	Diff. in %	S.E. Diff.	C.R.
1.	95%	73%	.000289	.001225	22%	3.8%	5.78
2.	78%	35%	.001024	.001369	43%	4.8%	8.95
3.	98%	85%	.000121	.000784	13%	3.0%	4.33
4.	70%	31%	.001296	.001296	39%	5.0%	7.80
5.	59%	11%	.001444	.000576	48%	4.4%	10.90
6.	82%	59%	.000900	.001444	23%	4.8%	4.79
7.	84%	45%	.000841	.001521	39%	4.8%	8.12
8.	85%	67%	.000784	.001369	18%	4.6%	3.91
9.	99%	70%	.000064	.001296	29%	3.6%	8.06
10.	93%	50%	.000400	.001521	43%	4.3%	10.00
11.	98%	77%	.000121	.001089	21%	3.4%	6.17
12.	99%	84%	.000064	.000841	15%	3.0%	5.00
13.	98%	67%	.000121	.001369	31%	3.8%	8.15
14.	99%	84%	.000064	.000841	15%	3.0%	5.00
15.	78%	43%	.001024	.001521	35%	5.0%	7.00
16.	98%	78%	.000121	.000676	11%	2.8%	3.92
17.	94%	38%	.000324	.001444	56%	4.2%	13.33
18.	95%	78%	.000289	.001024	17%	3.6%	4.72
19.	99%	95%	.000064	.000289	4%	1.5%	2.66
20.	64%	39%	.001369	.001444	25%	5.3%	4.71
21.	35%	18%	.001369	.000900	17%	4.7%	3.61
22.	66%	35%	.001369	.001369	31%	5.2%	5.92
23.	99%	75%	.000064	.001156	24%	3.4%	7.05
24.	93%	52%	.000400	.001521	41%	4.3%	9.53
25.	78%	30%	.001024	.001296	48%	4.8%	10.00
26.	38%	12%	.001444	.000625	26%	4.5%	5.77
27.	63%	12%	.001444	.000625	51%	4.5%	11.33
28.	39%	9%	.001444	.000484	30%	4.3%	6.97
29.	79%	30%	.001024	.001296	49%	4.8%	10.20
30.	78%	33%	.001024	.001369	45%	4.8%	9.37
31.	96%	59%	.000225	.001444	37%	4.0%	9.25
32.	78%	38%	.001024	.001444	40%	4.9%	8.16

Table 1 (continued)

Item No.	Per Cent Correct High	Low	Standard Error High	Low	Diff. in %	S.E. Diff.	C.R.
33.	45%	43%	.001521	.001521	2%	5.5%	.363X
34.	92%	59%	.000441	.001444	33%	4.3%	7.67
35.	99%	92%	.000064	.000441	7%	2.2%	3.18
36.	51%	21%	.001521	.001024	30%	5.0%	6.00
37.	99%	68%	.000064	.001296	31%	3.6%	8.61
38.	93%	72%	.000400	.001225	21%	4.0%	5.25
39.	97%	73%	.000169	.001225	24%	3.7%	6.48
40.	88%	47%	.000625	.001521	41%	4.6%	8,91
41.	61%	12%	.001444	.000625	49%	4.5%	10.88
42.	68%	9%	.001296	.000484	59%	4.2%	14.04
43.	52%	44%	.001521	.001521	8%	5.5%	1.45 X
44.	76%	16%	.001089	.000841	60%	4.3%	13.95
45.	65%	15%	.001369	.000784	50%	4.6%	10.86
46.	88%	24%	.000625	.001089	64%	4.1%	15.60
47.	34%	16%	.001369	.000841	18%	4.7%	3.85
48.	85%	62%	.000784	.001444	23%	4.6%	5.00
49.	18%	8%	.000900	.000441	10%	3.6%	2.86
50.	67%	39%	.001369	.001444	28%	5.3%	5.28
51.	70%	38%	.001296	.001444	32%	5.2%	6.15
52.	51%	27%	.001521	.001225	24%	5.2%	4.61
53.	96%	73%	.000225	.001225	23%	3.8%	6.05
54.	95%	51%	.000289	.001521	44%	4.2%	10.47
55.	89%	49%	.000576	.001521	40%	4.5%	8.88
56.	52%	45%	.001444	.001521	17%	5.4%	3.14
57.	79%	30%	.001024	.001296	49%	4.8%	10.20
58.	76%	39%	.001089	.001444	37%	5.0%	7.40
59.	90%	71%	.000529	.001225	19%	4.1%	4.63
60.	84%	39%	.000841	.001444	45%	4.7%	9.57
61.	75%	44%	.001156	.001521	31%	5.1%	6.07
62.	72%	41%	.001225	.001444	31%	5.1%	6.07
63.	73%	52%	.001225	.001521	21%	5.2%	4.03
64.	94%	40%	.000324	.001444	54%	4.2%	12.85
65.	90%	51%	.000529	.001521	39%	4.5%	8.66
66.	76%	47%	.001089	.001521	29%	5.1%	5.68
67.	92%	55%	.000441	.001521	37%	4.4%	8.40
68.	68%	44%	.001296	.001521	24%	5.3%	4.52
69.	92%	70%	.000441	.001296	22%	4.1%	5.12
70.	37%	38%	.001444	.001444	1%	5.3%	.188X

Table 1 (continued)

Item No.	Per Cent Correct High	Low	Standerd Error High	Low	Diff. in %	S.E. Diff.	C.R.
71.	47%	45%	.001521	.001521	2%	5.5%	.363X
72.	82%	40%	.000900	.001444	42%	4.8%	8.75
73.	76%	37%	.001089	.001444	39%	5.0%	7.80
74.	89%	57%	.000576	.001521	32%	4.5%	7.11
75.	72%	58%	.001225	.001444	14%	5.1%	2.74
76.	87%	45%	.000676	.001521	42%	4.6%	9.13
77.	67%	36%	.001369	.001369	31%	5.2%	5.96
78.	70%	53%	.001296	.001521	17%	5.3%	3.20
79.	58%	32%	.001444	.001296	26%	5.2%	5.00
80.	92%	70%	.000441	.001296	22%	4.1%	5.36
81.	77%	56%	.000625	.001521	32%	4.6%	6.95
82.	80%	57%	.000961	.001521	23%	4.9%	4.69
83.	58%	43%	.001444	.001521	15%	5.4%	2.77
84.	80%	39%	.000961	.001444	41%	4.9%	8.36
85.	64%	39%	.001369	.001444	25%	5.3%	4.71
86.	48%	27%	.001521	.001225	21%	5.2%	4.03
87.	46%	36%	.001521	.001369	10%	5.3%	1.88 X
88.	77%	30%	.001089	.001296	47%	4.8%	9.79
89.	73%	45%	.001225	.001521	28%	5.2%	5.38
90.	88%	72%	.000625	.001225	16%	4.3%	3.72
91.	91%	58%	.000484	.001444	33%	4.3%	7.67
92.	84%	50%	.000841	.001521	34%	4.8%	7.08
93.	52%	44%	.001521	.001521	8%	5.5%	1.45 X
94.	91%	70%	.000484	.001296	21%	4.2%	5.00
95.	87%	45%	.000676	.001521	42%	4.6%	9.13
96.	39%	30%	.001444	.001296	9%	5.2%	1.73 X
97.	62%	65%	.001444	.001369	3%	5.3%	.56 X
98.	80%	47%	.000961	.001521	33%	4.9%	6.75
99.	28%	26%	.001225	.001156	2%	4.8%	.416X
100.	81%	34%	.000961	.001369	47%	4.8%	9.79
101.	99%	56%	.000064	.001521	43%	3.9%	11.02
102.	77%	12%	.001089	.000625	65%	4.1%	15.85
103.	98%	47%	.000121	.001521	51%	4.0%	12.75
104.	97%	49%	.000169	.001521	48%	4.1%	11.70
105.	99%	91%	.000064	.000484	8%	2.3%	3.47
106.	85%	8%	.000784	.000441	77%	3.5%	22.00
107.	98%	86%	.000121	.000729	12%	2.9%	4.13

Table 1 (continued)

Item No.	Per Cent Correct High	Low	Standard Error High	Low	Diff. in %.	S.E. Diff.	C.R.
108.	94%	39%	.000324	.001444	55%	4.1%	13.41
109.	97%	45%	.000169	.001521	52%	4.1%	12.68
110.	41%	13%	.001444	.000676	28%	4.9%	5.71
111.	97%	43%	.000169	.001521	54%	4.1%	13.17
112.	82%	24%	.000900	.001089	58%	4.4%	13.18
113.	78%	24%	.001024	.001089	54%	4.5%	12.00
114.	87%	39%	.000676	.001444	48%	4.6%	10.43
115.	50%	22%	.001521	.001024	28%	5.0%	5.60
116.	85%	33%	.000784	.001369	52%	4.6%	11.30
117.	87%	34%	.000676	.001369	53%	4.5%	11.77
118.	61%	13%	.001444	.000676	48%	4.6%	10.43
119.	88%	33%	.000625	.001369	55%	4.4%	12.50
120.	61%	7%	.001444	.000400	54%	4.2%	12.85
121.	92%	52%	.000441	.001521	40%	4.4%	9.09
122.	30%	1%	.001296	.000064	29%	3.6%	8.05
123.	86%	36%	.000729	.001369	50%	4.5%	11.11
124.	35%	1%	.001369	.000064	34%	3.7%	9.18
125.	58%	7%	.001444	.000400	51%	4.2%	12.14
126.	51%	13%	.001521	.000676	38%	4.6%	8.26
127.	18%	6%	.000900	.000032	17%	3.0%	5.80
128.	27%	2%	.001225	.000121	25%	3.6%	6.95
129.	47%	26%	.001521	.001156	21%	5.1%	4.11
130.	21%	2%	.001024	.000121	19%	3.3%	5.76
131.	81%	28%	.000961	.001225	53%	4.6%	11.52
132.	78%	10%	.001024	.000529	68%	3.9%	17.43
133.	79%	8%	.001024	.000441	71%	3.8%	18.68
134.	87%	52%	.000676	.001521	35%	4.6%	7.60
135.	70%	13%	.001296	.000676	57%	4.4%	12.95
136.	52%	7%	.001521	.000400	45%	4.3%	10.46
137.	81%	15%	.000961	.000784	66%	4.1%	16.09
138.	62%	6%	.001444	.000324	56%	4.2%	13.33
139.	85%	25%	.000784	.001156	60%	4.4%	13.63
140.	93%	31%	.000400	.001296	62%	4.1%	15.12
141.	96%	68%	.000225	.001296	28%	3.9%	7.17
142.	95%	45%	.000289	.001521	50%	4.2%	11.90
143.	81%	23%	.000961	.001089	58%	4.5%	12.88
144.	73%	4%	.001225	.000225	69%	3.8%	18.15

Table 1 (concluded)

Item No.	Per Cent Correct High	Low	Standard Error High	Low	Diff. in %	S.E. Diff.	C.R.
145.	87%	38%	.000676	.001444	49%	4.6%	10.65
146.	86%	38%	.000729	.001444	48%	4.6%	10.43
147.	82%	26%	.000900	.001156	56%	4.5%	12.44
148.	99%	60%	.000064	.001444	39%	3.8%	10.26
149.	98%	61%	.000121	.001444	37%	3.9%	9.48
150.	96%	44%	.000225	.001521	52%	4.1%	12.68
151.	93%	22%	.000400	.001024	71%	3.7%	19.18
152.	90%	35%	.000527	.001369	55%	4.3%	12.79
153.	71%	3%	.001225	.000169	68%	3.7%	18.37
154.	73%	15%	.001225	.000784	58%	4.4%	13.18
155.	90%	24%	.000529	.001089	66%	4.0%	16.50
156.	65%	2%	.001369	.000121	63%	3.8%	16.57
157.	56%	0%	.001521	.000000	56%	3.9%	14.35
158.	96%	39%	.000225	.001444	57%	4.0%	14.25
159.	76%	3%	.001089	.000169	73%	3.5%	20.85
160.	96%	21%	.000225	.001024	75%	3.5%	21.42
161.	84%	24%	.000841	.001089	60%	4.3%	13.95

In Table 1, which is an item count of the entire test, the following items were below the critical ratio of 2.576:-- 33, 43, 70, 71, 87, 93, 96, 97, and 99. These nine items were sliminated since 152 items were more than sufficient for the test.

The critical ratios ranged from 18.68 (133) to 2.576 but many were around the 10 mark.

CHAPTER III

THE TEST

The test is divided into three unequal parts which total 152 items of the objective type. The time involved in taking a test of this type is short, allowing the testor to cover more material than usual in a short space of time. While the element of guessing is higher in true-false items, composing one part of this test, the questions as a whole are highly objective and are easily and quickly scored.

Part 1 is made up of fifty multiple-choice items, each having four possible answers. To quote Greene, Jorgensen, and Gerberich,[1] "Multiple choice is usually made up of an incomplete statement, followed by from three to five responses which will complete the statement." The student is expected to select from these possible answers the one which makes the statement read correctly. Great care was used in the composition of these items and various authorities were consulted.

Anderson and Lindquist state:[2]

> "The multiple choice is, perhaps, the most valuable for social studies testing. It may be used in an attempt to measure such things as appreciation and understanding of cause and effect relationships,

1/ Harry A. Greene, Albert N. Jorgensen and J. Raymond Gerberich, Measurement and Evaluation in the Secondary School. Longmans, Green and Co. New York, 1944 p. 177

2/ Howard R. Anderson and E. F. Lindquist "Selected Test Items in American History" Nat. Council for the Social Studies Bulletin No. 6. Sept., 1947.

factors underlying important developments, consequences of certain actions, and the significance of certain political, social, and economical situations and practices."

Four mistakes to avoid in constructing multiple choice questions are as follows:[1]

"1. Make sure that the correct response cannot be selected on the basis of grammatical consistency.

"2. Make sure that the correct response cannot be selected on the basis of identical phrasing in the introductory statement.

"3. Make sure that the correct response cannot be determined on the basis of a lack of homogeneity in the list of responses.

"4. Make sure that the correct response cannot be identified by stereotyped phrases or textbook language which the pupil may have learned by rote."

Sometimes a negative multiple choice statement is used. The student is expected to indicate the wrong answer. The two types of multiple choice should never be used in the same part of the examination because doing so would confuse the child. The negative type was not used in this test.

Good suggestions for the construction of multiple choice items are given by Greene, Jorgensen, and Gerberich:[2]

"1. As much of the statement as possible should occur in the introductory portion.

"2. Alternative answers should all be stated in grammatical style.

1/ Emerson C. Denny, An Investigation of the Defects and Weaknesses in Certain Objective Test Items in American History, Unpublished Doctorate, State University of Iowa, 1932, pp. 37-50

2/ Op. Cit. p. 193

"3. Incorrect alternatives or confusions should be plausible.

"4. "A" or "An" should ordinarily not be used to introduce the alternative answers.

"5. Items should ordinarily have four or five alternate answers.

"6. All items should have ordinarily the same number of alternate answers."

Even though multiple choice is probably the most widely used objective type question in social studies testing, it is not an economical form of testing for command of factual knowledge, and good items require great care in their construction.

Part 2 consists of fifty true and false questions. According to Green, Jorgensen, and Gerberich,[1/] true and false, involving a choice, are the most commonly used by teachers, and are the most simple to use, to take, and to correct. Pupils like this type of test because the questions and statements are easily understood and because it involves an easy method of response.

Part 3 is composed of 52 items of matching and completion types. Matching questions really are a form of multiple choice exercises set up in a little different style. The usual matching test is set up with two columns with the expectation that the pupil will select a phrase or group of words from one column--usually the matching is done from the right to left--and indicates his selection

1/ Op. Cit. p. 104

by placing the letter of that phrase in front of the item in the left hand column with which the student connects it.

Greene, Jorgensen and Gerberich have this to say about matching exercises:[1]

> "Matching exercises are likely to be rather highly factual in nature and to make use of the who, what, when, and where types of relationships and of identifying or naming abilities. They are rather easy to construct, and are, perhaps, for that reason more widely used than their characteristics warrant. They are likely to include clues to the correct responses unless there is rigid adherence to uniform categories of items in a matching set, and this restriction, desirable as it is, limits at least one side of the test unit to numbers, words, or at least, short phrases."

Morse and McCune state [2] that:

> "The matching form is also especially useful for testing an understanding of chronological relationships. A list of dates in one column and events in another, while easiest to construct, does not measure relational aspect of time sequence, which is more important in understanding history."

Of the fifty multiple choice items in Part 1, it was necessary to discard one item only. The pupils enjoyed this part of the test. Many of the slower pupils were able to handle this section much better than the other sections. Thus the slower pupils were encouraged by a sense of achievement. The more able pupils were given at the same time a general picture of the field to be covered by the test. The multiple choice was purposely selected to introduce the test to the pupils.

1/ Op. Cit. p. 193

2/ Horace T. Morse and George H. McCune, "Evaluation of Understanding" p. 364

It was necessary to discard seven items of the true-false questions in Part 2, probably due to the element of guessing since there were no penalty corrections.

Although Part 3 contained the most difficult forms of test items, to the writer's surprise there were no items lost. From Table 1 it will be noticed that a smaller percentage of pupils answered these questions correctly. This would tend to show two things--that only the more able pupils were capable of doing the work of this part of the test and that the element of guessing was practically eliminated by the matching and completion type of questions used.

In conclusion the following facts should be noted:

1. Item analysis shows that of the 152 items in the test only eight were below the critical ratio of 2.576. This may be considered non-significant. The matching section seems to have been most difficult. This would seem to indicate that the students were unfamiliar with this type of question. It would not be probable that several teachers would be weak in the instruction of the same areas.

2. The test measures objectively pupil achievement in United States history. "A general achievement test is one designed to express in terms of a single score a pupil's relative achievement in a given field of achievement."[1/]

1/Hebert E. Hawkes, E. F. Lindquist, C. R. Mann, editors. The Construction and Use of Achievement Examinations. Houghton Mifflin Company, Boston, 1936, p. 23

3. Comparison of teachers' marks and raw score results indicate, in general, that the students with the higher marks are those with the higher test scores. As the test is not standardized, the mean median, standard deviation, range, quartile range, cannot be compared with any previous criteria.

MID-YEAR HISTORY TEST

MID-YEAR HISTORY TEST

PART I

DIRECTIONS: Each question is to be answered by underlining the correct answer selected from the four suggested. The letter before the correct answer should be written upon the short blank line at the right of the question. Be sure to write the letter on the correct answer line.

Example:
0. Who was the first president?
a. Adams b. Washington c. Jefferson d. Madison 0. b -

---

1. The Louisiana Territory was explored by:
a. Marquette and Joliet c. Zebulon Pike
b. Lewis and Clark d. Daniel Boone 1._____

2. At the time of Washington's inauguration the capital of the United States was at:
a. Philadelphia c. New York
b. Washington, D. C. d. Baltimore 2._____

3. The Second War with Great Britain is known as:
a. War of 1612 c. War of 1821
b. War of 1712 d. War of 1812 3._____

4. The purpose of the Alien and Sedition Act was:
a. to keep law and order c. to keep foreigners out of the country 4._____
b. to stop the Republicans d. to stop rumor mongering

5. The Virginia and Kentucky Resolutions were important because:
a. they showed state strength c. it made Federal government stronger
b. most states agreed with them d. first time nullification appeared in our history 5._____

6. Federalists were men who favored:
a. strong central government c. state control govt.
b. loose central government d. strong state govt. 6._____

7. The Louisiana Territory was purchased from:
a. England b. Spain c. Germany d. France 7._____

8. For the adoption of the Constitution it required the ratification of:
a. seven states c. nine states
b. eight states d. ten states 8._____

9. The brilliant victories of our navy in the War of 1812 won for the United States the right to sail the seas without the fear of:
a. Spain b. Germany c. England d. France 9._____

10. The Hartford Convention was called by the
    a. Southern Section c. Middle Section
    b. New England d. Western Section 10._____

11. The Star Spangled Banner was written by:
    a. Walter Scott Key c. Walter Scott
    b. Francis Scott Key d. Francis Scott 11._____

12. Two weeks after the treaty of peace was agreed upon Andrew Jackson fought and defeated the English at:
    a. Birmingham c. Detroit
    b. Baltimore d. New Orleans 12._____

13. "WE HAVE MET THE ENEMY AND THEY ARE OURS" was a message sent after the victory at Lake Erie by:
    a. Capt. Issac Hull c. Capt. Oliver H. Perry
    b. Andrew Jackson d. Commodore Truxton 13._____

14. The man-of-war CONSTITUTION defeated the British ship GUERRIERE and was afterward nicknamed the:
    a. Old Ironclad c. Old Ironribs
    b. Old Ironhorse d. Old Ironsides 14._____

15. The first attempts at establishing a national government were:
    a. The election of Washington as President
    b. The development of two political parties
    c. The Constitution d. The Articles of Confederation 15._____

16. Because of the stand taken on the question of war with England by John C. Calhoun and Henry Clay, they were called:
    a. War Demons b. Warriors c. War Hawks d. War Dogs 16._____

17. The Second War with Great Britain was fought for:
    a. Political Independence c. Industrial Independence
    b. Commercial Independence d. Religious Independence 17._____

18. The Louisiana Territory was purchased in the year:
    a. 1603 b. 1703 c. 1803 d. 1903 18._____

19. The Judicial department consists of courts, the highest of which is:
    a. Circuit Court b. Supreme Court c. Probate Court d. County Court 19._____

20. The political party which elected Thomas Jefferson to the Presidency was called:
    a. Republican Party c. Whigs
    b. Democratic-Republican d. Democratic Party 20._____

21. The census of the United States showed the population to be:
    a. three million c. two million
    b. five million d. four million 21._____

22. The President who was called the "FATHER of the CONSTITUTION" was:
a. James Madison c. James Monroe
b. Thomas Jefferson d. John Q. Adams 22._____

23. The Indian who formed a conspiracy in 1811 to drive the white settlers back from the frontier and beyond the Ohio River was:
a. Powhatan c. Rain in the Face
b. Sitting Bull d. Tecumseh 23._____

24. The President who barely escaped being captured by the British at Washington was:
a. Thomas Jefferson c. John Q. Adams
b. James Madison d. John Adams 24._____

25. The opposite to a central government is:
a. National Government c. State Government
b. Confederate Government d. Municipal Government 25._____

26. The thing which hastened the formation of the Constitution was:
a. Commercial difficulties c. Industrial difficulties
b. Slavery d. War 26._____

27. Under the ARTICLES OF CONFEDERATION the supreme authority to regulate commerce was vested in:
a. Congress c. States
b. Presidential Electors d. Congressional members 27._____

28. After the Revolution, American trade was crippled by trade restrictions being enforced by:
a. individual states c. Congress
b. Parliament d. Washington 28._____

29. In attempting to bind the states into a central government a meeting was held which was known as:
a. Central Convention c. Hartford Convention
b. Constitutional Convention d. Annapolis Convention 29._____

30. The Congressional Acts which caused American trade with European countries to cease led to the development of:
a. shipbuilding c. agriculture
b. farming d. manufacturing 30._____

31. The treaty of peace for the War of 1812 was agreed upon December 24, 1814 at:
a. Ghent b. Madrid c. Paris d. London 31._____

32. The Hartford Convention resulted in the death of the:
a. Anti-Federalists c. Pro-Federalists
b. Federalists d. Democratics 32._____

33. The State refusing to agree to the Articles of Confederation until her recommendation on the Northwest Territory was accepted was:
a. Maryland b. Massachusetts c. Delaware d. New Jersey33._____

34. The act which permitted open trade with all countries except England and France was called:
a. Trade Act c. Non-Intercourse Act
b. Anti-Intercourse Act d. Non-Interference Act 34.____

35. American vessels were prohibited from leaving port by the passage of an act of Congress called:
a. Embargo Act c. Navigation Act
b. Interne Act d. Commerce Act 35.____

36. Napoleon forbade vessels of neutral nations to trade with England by issuing what is called the:
a. Mandates b. Decrees c. Ultimatum d. Orders 36.____

37. The right to search American ships for her subjects was claimed by:
a. France b. Germany c. England d. Spain 37.____

38. The Louisiana Territory was purchased for the sum of:
a. 13 million b. 14 million c. 15 million d. 16 million 38.____

39. A famous sea battle during the War of 1812 was between:
a. Constitution and Java c. Quincy and Britannia
b. Frolic and Wasp d. Constitution and Guerriere 39.____

40. Tecumseh's conspiracy was an attempt to:
a. keep the white men from taking Indian land c. help the Americans
b. help the British d. get even with America 40.____

41. The main business of Congress under the ARTICLES OF CONFEDERATION was to:
a. raise an army c. recommend and advise
b. raise taxes d. start a bank 41.____

42. Under the Articles of Confederation inter-state commerce and foreign trade were handled strictly by:
a. Central government b. States c. Congress d. Senate 42.____

43. After the Revolution the States waged commercial war against:
a. England b. France c. Spain d. one another 43.____

44. The impressment of seamen and the interference with our commerce caused the War of 1812 but neither was mentioned in the:
a. Constitution c. Treaty of Peace
b. Jay Treaty d. Pinckney Treaty 44.____

45. The legislative department under the Constitution was to be called:
a. Congress b. Assembly c. Legislature d. Parliament 45.____

46. Under the new Constitution the chief executive was called:
a. Chairman b. President c. Speaker d. Cabinet 46.____

47. The ninth state to ratify the Constitution was:
a. Massachusetts b. New Hampshire c. New York d. Georgia 47._____

48. George Washington was elected the first president of the United States by the:
a. Constitutional Convention c. Continental Congress
b. Presidential Electors d. Articles of Confederation 48._____

49. After the Revolution financial distress led to:
a. Bacon's Rebellion c. Shays' Rebellion
b. Berkeley's Cruelty d. Whiskey Rebellion 49._____

50. The large states at the Constitutional Convention felt that representation should be based on:
a. size of states c. number of voters
b. population d. equality 50._____

PART II

DIRECTIONS: Examine each statement and decide whether it is true or false. If the statement is true, place an X on the blank line at the right of the question; if the statement is false, place an O on the blank line at the right of the question.

Example:
202. For the presidency Washington received the unanimous vote of the presidential electors. 202. X

---

51. Hamilton's plan for building up the nation's credit was strongly indorsed by Jefferson. 51._____

52. The decisive battle of the War of 1812 was fought at New Orleans. 52._____

53. Washington appointed Alexander Hamilton Secretary of the Treasury. 53._____

54. Hamilton and Jefferson were of the same opinion as to the construction of the Constitution. 54._____

55. One of the significant results of the Louisiana Purchase was the control of the Mississippi Valley and its fertile soils by Americans. 55._____

56. The Monroe Doctrine was announced ten years after the War of 1812. 56._____

57. In the War of 1812 neither England nor the United States won 57._____

58. Washington appointed John Marshall Chief Justice of the Supreme Court. 58._____

59. Hamilton killed Aaron Burr in a duel. 59._____

60. XYZ affair started a war with France. 60._____

61. Americans opposed the Jay Treaty. 61._____

62. Americans rejoiced in the efforts of the French people in their attempts to gain their rights. 62._____

63. Washington had both Federalists and Democratic-Republicans in his Cabinet. 63._____

64. Citizen Genet was a French nobleman who rendered valuable service to the colonies during the Revolution. 64._____

65. The first President elected to succeed Washington was Adams 65._____

66. Washington asserted the power of the federal government in putting down the Whiskey Rebellion. 66._____

67. General Jackson with the aid of Perry captured Detroit in 1813. 67._____

68. The Hartford Convention is important in American history since it showed that we were not yet a really united nation 68._____

69. The eight years in which President Monroe was President were called the "Era of Good Feeling." 69._____

70. The Monroe Doctrine was issued in an open letter to all nations. 70._____

71. The Supreme Court is the only body which has authority to decide whether or not any law passed by Congress is constitutional. 71._____

72. Washington appointed Henry Knox Secretary of War. 72._____

73. Henry Clay proposed at one time to capture Canada from England. 73._____

74. The Constitutional Convention was held at Annapolis. 74._____

75. To keep the United States from becoming involved in a war being waged between England and France, Washington issued a Proclamation of Neutrality. 75._____

76. The Embargo brought ruin to New England shipowners. 76._____

77. By the Embargo Jefferson expected to secure respect for American rights by war. 77._____

78. Aaron Burr was Jefferson's Vice-President. 78._____

79. Jefferson wanted the central government to assume the state debts. 79._____

80. Hamilton insisted that the new government pay all its debts gradually but in an honorable way. 80._____

81. New England did not want to go to war in 1812. 81._____

82. Jefferson was a strict constitutionalist. 82._____

83. Hamilton helped Jefferson to locate the national capital on the Potomac River through a compromise on his financial plan. 83._____

84. Monroe succeeded Jefferson and became the fourth president. 84._____

85. The Monroe Doctrine may be classified as a treaty. 85._____

86. The Know-Nothing party opposed immigration. 86._____

87. The House of Representatives can impeach the President. 87._____

88. Under the Constitution states were given the right to coin money. 88._____

89. Virginia did not oppose the Assumption Bill for she owed a large Revolutionary War debt. 89._____

90. Hamilton and his followers who wanted a National Bank were known as Federalists. 90._____

91. The boundary which separates Canada and the United States has many forts and warships along it. 91._____

92. By the Treaty of Ghent the territory of the United States was changed. 92._____

93. The members of the Hartford Convention were members of the Federalist Party. 93._____

94. On the sea in 1812 and 1813 American warships won most of their sea battles. 94._____

95. In the War of 1812 the British Blockade did not stop the flow of American commerce. 95._____

96. The first two years of the War of 1812 went badly with the British. 96._____

97. Madison's policy of no trading with England and France was called the Non-Intercourse Act. 97._____

98. British seamen deserted to the American Merchant Marine since wages were higher and living conditions better. 98._____

99. The Supreme Court sees to it that the citizens do not disobey the Constitution. 99._____

100. The Sedition Act curbed the American right to Freedom of the Seas. 100._____

PART III

A. DIRECTIONS: Use the following list to fill the names in the blanks. Place in the blank the letter that is before the name or date you wish to use.

a. Francis Scott Key
b. Thomas Jefferson
c. Henry Clay
d. Edmund Genet
e. Andrew Jackson
f. Aaron Burr
G. James Madison
h. John Adams
i. Tecumseh
j. Henry Knox
k. William H. Harrison
l. John Jay
m. Alexander Hamilton
n. Edmund Randolph
o. James Lawrence
p. John Marshall
q. Capt. Baron
r. Thomas MacDonough
s. Olive H. Perry
t. John Q. Adams

101. The Hero of the Battle of New Orleans was _____.

102. _____ defeated the British on Lake Champlain and thus prevented the invasion of the United States from Canada.

103. _____ was the leader of the "War Hawks."

104. _____ was President of the United States during the War of 1812.

105. _____ wrote the "Star Spangled Banner" during the bombardment of Fort McHenry.

106. _____ defeated the Indians at Tippecanoe.

107. _____ was the Indian leader who tried to drive out the white people from the Northwest.

108. _____ said as he lay dying on the deck of the Chesapeake off the coast of Boston, "Don't give up the ship."

109. _____ said after his victory on Lake Erie, "We have met the enemy and they are ours."

110. _____ said "Influence of the government must be shared among all people."

****

B. DIRECTIONS: Each President named below is given a letter. Show by writing the correct letter in the parentheses the administration in which each event took place.

a. Washington
b. Adams
c. Jefferson
d. Madison
e. Monroe

111. The War of 1812 ( )
112. Establishment of the First Bank ( )
113. The Non-Intercourse Act ( )
114. Louisiana Purchase ( )
115. Jay Treaty ( )
116. XYZ Affair ( )
117. Embargo Act ( )
118. Alien and Sedition Act ( )
119. Whiskey Rebellion ( )
120. Hartford Convention ( )

C. DIRECTIONS: In the parentheses after each definition given below in Column 2 write the letter before the word that is being defined.

a. sedition
b. neutral
c. nullification
d. majority
e. embargo
f. unanimous
g. statue
h. rebellion
i. privateer
j. impress
k. anarchy
l. internal improvements
m. policy
n. blockade
o. intervene

121. improvement of harbors and rivers and building of roads and canals within a country. 121. ( )
122. absence of law 122. ( )
123. force into service 123. ( )
124. resistance to lawful authority 124. ( )
125. a fixed method to be followed 125. ( )
126. non-interference 126. ( )
127. commits hostilities 127. ( )
128. a law 128. ( )
129. to stop trade 129. ( )
130. force into service 130. ( )

****

D. DIRECTIONS: After each following event put in the parentheses when each took place. Put (1) in the parenthese after the event which you think took place first; (2) for the event which you think took place next; and so on.

131. Thomas Jefferson was inaugurated President 131. ( )

132. The XYZ affair almost caused war between France and the United States. 132. ( )

133. The Second War for Independence was fought with Great Britain. 133. ( )

134. George Washington was inaugurated President. 134. ( )

135. The Battle of New Orleans was the greatest battle in the War of 1812. 135. ( )

136. The Louisiana Territory was purchased from France. 136. ( )

137. Hamilton's Financial Plan. 137. ( )

138. Congress passed the Embargo Act to force England and France to treat the United States justly. 138. ( )

139. James Monroe became President of the United States. 139. ( )

140. The Monrose Doctrine was issued. 140. ( )

****

E. DIRECTIONS: Complete these sentences by filling in the blanks with the correct words.

141. The two house of Congress are known as the _____ and the _____.

142. The first Chief Justice of the Supreme Court was _____ and he was succeeded by _____.

143. The three departments of our national government are the _____, _____, and _____.

144. The War of 1812 was fought between _____ and _____.

145. A President's advisory board is called his _____.

146. Monroe's Administration is often called the _____.

147. The Constitutional Convention met in the city of _____ in the year _____.

148. The supreme law of our land is the _____.

149. The first ten amendments are called the _____.

150. The War of 1812 is sometimes called _____ or the _____

151. The nickname of the Constitution was _____ and _____ commanded it.

152. _____ and _____ were called the WAR HAWKS.

Chapter IV

Analysis of Test Data

The basic function of all measurement is to place individual achievement along a scale of ability or achievement in approximate accordance with their real differences in ability or achievement. Such a function implies discriminative power on the part of the test. Since tests are made up of separate items it is clear that each item comprising a test must have this quality in a maximum degree if the total test is to possess it. Discriminative power in a test or a test item means that a different quality or magnitude of response may be expected from individuals or groups possessing the abilities in question in varying degrees. Pupils with limited ability should fail the item more often than superior pupils.[1/]

Item analysis or item count was taken for each of the items in the test in order to determine which of the items should be retained and which should be rejected as having little testing value. According to Mills,[2/] the critical ratio (c.r.) necessary to retain an item in an examination is 2.576. An item showing a critical ration below this figure should either be eliminated entirely or revised,

1/Ernest Tiegs, Op. Cit. p.227

2/Loc. Cit.

Table 2

Results of the Administration of the History Test

to Seven Groups of Seventh Grade Pupils

Class-Intervals		f	d	fd
Integral Limits	Mid-points			
153-157	155	1	+13	13
148-152	150	0	+12	0
143-147	145	3	+11	33
138-142	140	4	+10	40
133-137	135	7	+ 9	63
128-132	130	18	+ 8	144
132-127	125	31	+ 7	217
118-122	120	49	+ 6	294
113-117	115	43	+ 5	215
108-112	110	54	+ 4	216
103-107	105	67	+ 3	201
98-102	100	69	+ 2	138
93- 97	95	54	+ 1	54
88- 92	90	51		162
83- 87	85	56	- 1	57
78- 82	80	49	- 2	98
73- 77	75	27	- 3	81
68- 72	70	26	- 4	104
63- 67	65	21	- 5	105
58- 62	60	13	- 6	78
53- 57	55	10	- 7	70
48- 52	50	6	- 8	48
43- 47	45	1	- 9	9
38- 42	40	0	-10	0
33- 37	35	0	-11	0
		N = 660		

Mean 97.35

Median 98.6

S D 19.8

because, as it stands, it lacks the power to discriminate between the good student and the poor student. In other words, the item is either too easy or too difficult for both classes of students. However, it seems to be a good policy to retain a few simple items in order to give encouragement to the student who sees at first few items he can answer with any degree of confidence.

If the critical ratio is above 2.576, the item is doing the job it is supposed to do--discriminating between the superior and the inferior student--and should be retained.

A total of nine items were found to be below the critical ratio of 2.576. This was far higher than anticipated when the test was administered.

"Quartile deviation $\frac{(Q \text{ equals } Q_3 - Q_1)}{2}$ is usually employed when median is used as the measure of central tendency, standard deviation is usually used when the measure of central tendency chosen is the mean."[1]

Using this formula with Table 2 the quartile deviation was found to be 12.80.

The range or spread was from 154 to 33 or 121 points. The range is too easily influenced by extreme scores to be considered a good measure of variability.

The 10-90 percentile range has little value in diagnosing results of testing although it is considered

1/ Ernest tiegs, Op. Cit. p. 227

a fine measure of variability. The 10-90 percentile range is the distance between the 10th and 90th percentile points.[1] The formula is $D = P_{90} - P_{10}$ when P_{90} is the 90th and P_{10} is the tenth percentile point. Because it has little value as far as results of the test are concerned, this measure of variability is mentioned in passing only.

The standard deviation, based upon computation of figures in Table 2, was found to be 19.8, using the formula for grouped data, $S.D. = \frac{fd^2}{n} - c^2$.

> "Slightly over one-third of the cases in a normal distribution lie between the mean and a point one standard deviation from it...68.27 per cent... of all the cases in a normal distribution differ from the mean by no more than the standard deviation. Although these figures do not hold exactly for distributions that are not normal, they are ordinarily assumed to do so and....are commonly employed in connection with all frequency distributions."[2]

Standard deviations are also important in assigning grades.

From Table 2 and the formula $\frac{fd}{n} \times$ c.i. the correction to be added to the assumed mean was found to be 109.575, the arithmetic mean. Using the figures in Table 2 it was discovered that the median was 98.6. The mode, or the score made by the largest number of students, was in the class interval 98-102, which area was obtained by 69 pupils.

1/ Loc Cit

2/ C. W. Odell, Educational Measurement in the High School. The Century Company, New York, 1930, p. 573.

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